

Intercultural Cinema to Foster Education for Sustainable Development and Global Citizenship: a Didactic Case Study

Cine intercultural para fomentar la educación para el desarrollo sostenible y la ciudadanía global: un estudio de caso didáctico

Cinema intercultural per fomentar l'educació per al desenvolupament sostenible i la ciutadania global: un estudi de cas didàctic

María Botella-Martínez. Independent researcher, Spain.
maria.bomarti@gmail.com.

<https://orcid.org/0000-0001-7899-2132>

Rebeca Cristina López-González. Universidade de Vigo, Spain.
rebecalopez@uvigo.gal.

<https://orcid.org/0000-0002-9358-7562>.

Abstract

As societies evolve, a new global context is rising which demands respect for human rights and a new model for coexistence as promoted and defended by the 2030 Agenda from the United Nations. These necessary new models, which include Education for Sustainable Development and Global Citizenship, can be learnt through films since some of these visual materials constitute a useful training tool when related to the acquisition of values.

This article is aimed at evidencing how the introduction of intercultural cinema as a pedagogical tool to learn about unknown social issues, foreign cultures and people enhances student's communication, cooperative skills and motivation. To accomplish this objective a didactic experience shared by Secondary Education Students shall be presented. As a result, an increase in student's motivation to learn more about mixed opinions, languages, cultures, actions and reactions has been observed.

Key words: ESL, cinema for education purposes, Education for Sustainable Development and Global Citizenship, communicative competence, interculturality.

Resumen

A medida que las sociedades evolucionan, surge un nuevo contexto global que exige el respeto de los Derechos Humanos y un nuevo modelo de convivencia como el que promueve y defiende la Agenda 2030 de Naciones Unidas. Estos nuevos modelos necesarios, que integran la Educación para el Desarrollo Sostenible y la Ciudadanía Global, se pueden asimilar a través del cine, ya que algunos de estos materiales audiovisuales constituyen una herramienta de formación útil cuando se enfoca en la adquisición de valores.

Este artículo tiene como objetivo evidenciar cómo la introducción del cine intercultural como herramienta pedagógica para aprender sobre temas sociales desconocidos, culturas y personas extranjeras mejora la comunicación, las habilidades cooperativas y la motivación del estudiantado. Para lograr este objetivo se presentará una experiencia didáctica compartida por estudiantes de Educación Secundaria. Como resultado, se ha observado un aumento en la motivación de los estudiantes para aprender más sobre opiniones, idiomas, culturas, acciones y reacciones encontradas.

Palabras clave: inglés como segunda lengua, cine con fines educativos, Educación para el Desarrollo Sostenible y la Ciudadanía Global, competencia comunicativa, interculturalidad.

Resum

A mesura que les societats evolucionen, sorgeix un nou context global que exigeix el respecte dels drets humans i un nou model de convivència com el que promou i defensa l'Agenda 2030 de les Nacions Unides. Aquests nous models necessaris, que integren l'Educació per al Desenvolupament Sostenible i la Ciutadania Global, es poden assimilar a través del cinema, ja que alguns materials audiovisuals constitueixen una eina de formació útil quan s'enfoca en l'adquisició de valors.

Aquest article té com a objectiu evidenciar com la introducció del cinema intercultural com a eina pedagògica per aprendre sobre temes socials desconeguts, cultures i persones estrangeres millora la comunicació, les habilitats cooperatives i la motivació dels estudiants. Per assolir aquest objectiu, es presentarà una experiència didàctica compartida per estudiants d'Educació Secundària. Com a resultat, s'ha observat un augment en la motivació dels estudiants per aprendre més sobre opinions, idiomes, cultures, accions i reaccions trobades.

Paraules clau: anglès com a segona llengua, cinema amb finalitats educatives, Educació per al Desenvolupament Sostenible i la Ciutadania Global, competència comunicativa, interculturalitat.

1. Introduction

Taking direct action is the sole means of contributing to the creation of a more equitable, selfless, and fair world with reduced discrimination. Meaningful changes in society necessitate targeted interventions, and altering people's perceptions is key to transforming reality, a goal achievable through education (Banks, 2015). Despite various groups proposing novel educational approaches in response to the evolving environment, the evolution of education within schools remains imperceptible.

To enhance literary and linguistic education, there is a need to champion educational innovation and research in Education for Sustainable Development and Global Citizenship. This paper advocates for assigning a new and crucial role to formal education in fostering individual development and concurrently enhancing global human relations. Embracing cultural differences can have positive outcomes, fostering either positive relationships or detachment based on the adopted educational perspective, extending beyond the community's boundaries (Bartolomé and Cabrera, 2000).

The improvement of language skills in the English as a Foreign Language (EFL) classroom, coupled with the incorporation of Global Citizenship education through films in the curriculum, empowers young people to understand others, appreciate diversity, endorse shared values, grasp human rights, and cultivate cooperation and responsible action skills (Aguado, 2005). This, in turn, promotes equality of opportunities within the classroom.

The central aim of this proposal is twofold: firstly, to cultivate Education for Sustainable Development and Global Citizenship through collaborative activities in English as a Second Language (ESL), and secondly, to utilize Intercultural Cinema as the primary tool for addressing the aforementioned issues. The film *Diamantes Negros* (Alcantud, 2013) serves as the principal instrument to achieve these objectives.

2. Education for Sustainable Development and Global Citizenship fostered by Intercultural Cinema through cooperative activities in ESL

Communicative challenges, that we are not always prepared to take, arise from the differences among people (Hymes, 1972). This inability is often caused by attitudes of ignorance or rejection of cultural differences (Byram, 2000), and the educational framework needs to ensure its students acquire such basic skills as what separates us from other species: communication. Moreover, within all the nuances involved in communication, the relevance of humans being different from one another must be highlighted; that is, what intercultural communication emphasises. Competence to communicate appreciation for cultural differences means being able to relate symmetrically to people of other races, genders, backgrounds, etc. (Martínez Usarralde, 2011 and 2015).

Still, the current situation is not limited to an intercultural reality, it goes beyond. Nowadays, perceptions about borders have resulted in two opposing interpretations. One could say that borders are blurring, should we consider the idea of Globalisation, leading to the belief that people are becoming citizens of the world (Boni, 2011). As opposed to this interpretation, it can

be argued that borders are nowadays becoming tighter, rather than blurred, especially in the light of the refugee crisis.

In both ways, it is important to know how to behave among and towards people of different origins and cultures, and to change the distorted perception we have opening our eyes to see the environment as a whole (Banks, 2015). Education for “global perception” means learning about nations, cultures, and civilizations, including the globalised pluralistic European society and other societies, with a focus on understanding how these are all interconnected and how they change, and on the individual’s responsibility in this enriching social development process as we wish for its sustainability (Nguyen, 2015). In Kerr’s words, back from the pre-third era of globalisation (1979, 110-111):

Educating [...] to be citizens of the world, as well as of city, state, and nation, involves three areas of instruction: (1) special skills, (2) special knowledge, and (3) cross-cultural awareness. Only one of these, the knowledge area, means changes in, or additions to, the curriculum. The others involve, instead, kinds of thinking that can and should become a part of the whole educational process, not separate subjects (Abdi, Shultz & Pillay, 2015; Nguyen; 2015 y Samek, 2015).

Once the importance of education for the diffusion of intercultural values, and sustainable development and global citizenship has been established, the best way to address these issues must be considered. Cinema has been coming to the fore and has a significant socialising impact (Losada Aldrey, 2009). It can be an essential resource in education. As McLuhan (1960) said in *Classroom without Walls*, cinema complements knowledge and integrates ideas and languages. According to him, ‘whatever pleases teaches more effectively,’ introducing us both to the smallness of the elements making them important, and in the immense spaces making them accessible and endearing. Certainly, cinema entertains, distracts, and amuses and that is all many people seek in it (Berk, 2009). But not seeking does not mean not finding that films also instil ideas, influence people’s behaviour or make them identify themselves with certain values (Pereira, 2005). Its impact is greater because it never stops being attractive to its spectators. The taught contents should be assimilated and accompanied by a wide range of cognitive, emotional, procedural, and moral experiences. As stated by Blasco et al. (2015, 2-3):

Using movies in teaching is an effective way to reach people's affective domain, promote reflective attitudes, and link learning to experiences. Teaching with movies triggers that disclose emotions allows questions, expectations and dilemmas to arise for both learner and teacher. Movies provide a narrative model grounded in the learners' familiar world that is framed in emotions and images. Because they are familiar, evocative, and non-threatening, grounded in both imagery and emotion, movies are useful in teaching the human dimension required for developing as human beings and for building identity in young learners. For teachers, the movie experience helps also to confirm and clarify their role to bring new perspectives in teaching. The movie learning scenario allows teaching points to be made quickly and directly with specific scenes; facilitates the integration of emotions in the viewing experience; and helps the learners to understand and recognize immediately the main messages regarding attitudes and human values delivered by the movie characters. Fostering reflection stimulates discussion about the breadth of human experience and elicits profound conflicts and concerns learners have about their future professional roles and personal lives

Ours would be a curriculum based on and promoting intelligence, rationality, and human creativity. Surely, this poses a challenge to modern pedagogy, bridging the gaps between cultures and subjects in the context of an EFL class. Such a curriculum involves integrating the development of communication skills in foreign language teaching with the issues of interculturality and education for sustainable development and global citizenship (Engel, 2014). Cinema not only reaches the intelligence of people, but it also connects with their emotions, generates motivation, and facilitates their commitment to social building and engagement.

And intercultural realities of schools in globalised societies are also opportunities for cosmopolitan practices. We have already said that cinema can be a good tool, but to promote local and global connection there is a concept that is not to be underestimated: cooperation. According to Johnson & Johnson (1999, n. p.), cooperation "is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members".

The differences that separate us are also those that connect us (Dervin et al, 2012). This, in the school context, involves fostering support among students, their commitment to achieving a common goal and promoting equal opportunities.

3. Methodology

3.1. Context and sample of the research

Enhancing language education, sustainable development education, global citizenship, and interculturality is an ambitious endeavour, and proposing to do so through films adds a significant challenge in translating theory into practice. To address this challenge, the selected centre was IES Tierno Galván, situated in Montcada, within L'Horta Nord region, 8 km north of València. The population is predominantly Catalan-speaking, with a majority of students being bilingual in Catalan and Spanish.

The school comprises a diverse and pluralistic community, encompassing secondary and high school students, vocational students, teachers, administrative staff, and parents. The complexity of this community necessitates an organizational structure that enables the school's functioning and facilitates the attainment of goals outlined in the relevant curricula, aligning with the identity of this Secondary Education centre.

Currently, the IES has approximately 800 students, primarily from Montcada, with a noticeable rise in the number of foreign students over the past decade. While the students seem homogeneous in terms of origin, there is notable heterogeneity in terms of age, with Secondary Education students ranging from 11 to 18 years old and Vocational Training students spanning from 16-year-olds to adults. Although these groups don't attend the same classes, they share the same physical space.

Given the extensive data to be collected, a sample of students was necessary, with the chosen group being in *Bachillerato*, the two-year post-16 stage in Spain that precedes university studies. Despite their small number (17), these students, with a B2 English level, were more willing to participate and engage in the lesson. Their teacher permitted the use of mobile phones for research purposes in class. The students, accustomed to a rigid classroom arrangement, were reorganized to create a space focused on audiovisuals and small group collaboration, deviating from the traditional static rows, aiming to provide them with the opportunity to explore, learn, and stay motivated throughout various lessons.

4. Objectives

The primary aim of this lesson was to foster contemplation and cultivate critical thinking among second language (L2) students through a cross-curricular and multidisciplinary project. This project simultaneously imparts skills in reading audiovisual content. Cinema, functioning as an audiovisual medium, proves to be a valuable and stimulating educational instrument,

independent of its inherent worth as a distinct semiotic system. (Pujals & Romea, 2001, 139). Bousif and Sánchez (2021, 131-133) have demonstrated that films provide learners with diverse benefits which fall within three main dimensions: The linguistic dimension, the motivational dimension and the inter/cultural dimension.

The film *Diamantes Negros* was chosen for its likeliness to sensitise its spectators and to promote actions of social intervention in favour of education as a way of combating the exploitation of African children living in similar situations as the ones described in the story. We propose the following educational plan to heighten students' intercultural awareness while also acquiring and enhancing skills associated with intercultural education, understanding social identity within the context of Sustainable Development and Global Citizenship, and recognizing education as a universal right, all achieved through the utilization of cinema.

The primary goals of our educational intervention are outlined below:

Foundational Competencies

- Proficiency in communication in L2
- Civic and social proficiency
- Awareness and expression of cultural aspects

Cognitive Competences

- Recognizing specific needs
- Developing the four core skills (reading, listening, writing, and speaking) with a focus on communicative competence
- Understanding cinema in its critical dimension
- Acquiring knowledge about foreign countries and their people
- Recognizing how cultures may be misunderstood when viewed externally
- Applying critical thinking to articulate opinions on contemporary social issues and reality

Strategic and Instrumental Competencies

- Learning through audiovisual methods
- Learning through new technologies

Attitudinal Competencies

- Active participation in group activities
- Acting as a facilitator to assist fellow students
- Recognizing and challenging stereotypes about the African continent
- Gaining factual knowledge about the African continent
- Raising awareness of unfamiliar social situations

- Finding enjoyment in the learning process
- Effectively using personal devices (phone, laptop) for learning purposes
- Demonstrating creativity

Expected Outcomes

1. Understanding general features of the African continent
2. Questioning common stereotypes often held by Europeans about Africa
3. Mastering the skill of writing a film synopsis
4. Developing the ability to write an engaged article based on a real newspaper headline
5. Learning about cultural shock
6. Cultivating critical awareness

5. Chronogram

A strategy comprising four distinct sessions was devised to fulfil the previously outlined goals. Each session was structured to reinforce information from the preceding one, introduce new concepts, and briefly outline the methods to be utilized. This approach ensures that students comprehend the unit's progression. While they may not be aware of the ultimate objective due to the discovery-oriented nature of the activity, they are guided through the activities, establishing coherence in their understanding.

Sessions	Action Protocol
Session 1	Announcing the introduction of a new topic, approached uniquely through cinema, in the final ten minutes of the preceding class.
Session 2	Introducing the appropriate context and background essential for understanding subsequent activities, focusing on facts about the African continent and the questioning of ethnic or racial stereotypes.
Session 3	Engaging students in the exploration of cultural shock and child trafficking by viewing the trailer of the film <i>Diamantes Negros</i> along with some key scenes.
Session 4	Summarizing all the acquired concepts and encouraging reflection on the issue of child trafficking, students participate in a group writing activity where they compose newspaper articles based on provided headlines.

Table 1. Chronogram

6. Materials and Activities

Various resources and approaches exist for integrating videos into the classroom, serving as valuable starting points (Cobo Piñero, 2014). However, it can be challenging to find materials that delve into the breadth of themes explored in this paper. Consequently, a diverse range of materials has been utilized and generated, including:

- PowerPoint presentation: Providing factual information about Africa
- Video featuring a young girl sharing her experiences and impressions of African stereotypes
- Kahoot, a free game-based learning platform facilitating the creation and engagement in multiple-answer quizzes
- Video: Trailer of *Diamantes Negros* (Alcantud, 2013).
- Film: *Diamantes Negros*.

The focal point of this study revolves around the film *Diamantes Negros*, a societal critique addressing a challenging issue within the exclusive realm of football. The narrative unfolds in Mali, centring on Amadou and Moussa, two 15-year-old boys with disparate backgrounds. Moussa enjoys a comfortable life on the outskirts of the capital, free from financial hardships, while Amadou works in Bamako's market to support his ailing mother and two younger siblings. Despite their contrasting circumstances, they share a common dream: to play football. Both participate in a small team at a football academy in the capital, distinguishing themselves for their soccer prowess.

Following a local tournament, a European talent scout approaches them, offering assistance in realizing their dream of playing in Europe. While he pledges accommodation, the families are responsible for covering the trip and bureaucratic expenses. Upon arriving in Spain, they quickly discover that fulfilling their dream is more challenging than promised. They must confront issues such as competition, racism, cultural shock, loneliness, and a sense of helplessness. Additionally, they grapple with FIFA's transfer regulations about the protection of minors, emphasizing the illegality of signing underage foreign players.

- Activities
 - Listening activity (expected answer in italics) about African stereotypes, we will be using the video about stereotypes specified at the top of the list above.

Listening

This is *Esi*, she is in *California*, she used to live in *Toronto, Canada* but her family is originally from *Ghana*. She is going to talk about *5* different *stereotypes* about *Africa*.

These are:

1. *There are lions walking around.*
2. *African music is all drums and dancing like a 'wild' person.*
3. *Africans speak (mouth-sound) language.*
4. *Africa is a country.*
5. *Everyone in Africa is poor: no clothes, flies in their eyes, living in mud houses.*

But the truth is:

1. *There are lions at the zoo.*
2. *There are so many different sounds from all over different countries. They also have hip-hop, R&B, pop music, azonto...*
3. *They speak different languages. That one she doesn't know what it is.*
4. *Africa is a continent with loads of countries in it with different cultures.*
5. *There are beautiful hotels, fancy restaurants, luxurious events, wealthy people.*

Figure 1. Listening activity

- Speaking activity: synopsis of *Diamantes Negros*

Speaking

Film: _____

Synopsis:

Figure 2. Speaking activity

- Writing activity: newspaper headlines that will be used as prompts for students' articles

Young Africans, Lured by False Soccer Promises, Victims of Human Trafficking.

Alassane Diakite, the 'black diamond' fighting to protect children dream.

Al Bangura, former Premier League footballer 'was trafficked for sex'.

Diamantes Negros, a brave denunciation against child trafficking in football.

FIFA punishes Barça a year without signing because of irregularities in transfers of underaged players from abroad.

Figure 3. Writing activity

7. Results and Discussion

The section below presents, analyses and discusses the results obtained using the teacher's direct observation, quantitative and qualitative evaluation, and a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of the teaching proposal.

○ Direct Observation

Direct observation serves as a method to assess not only student-related elements but also factors related to the classroom environment (Moreno Sandoval, 2013). While acknowledging the debate around the objective nature of observation, its inherent subjectivity is considered a small risk. Despite this, the information gleaned allows teachers to uncover challenges in the acquisition and assimilation of knowledge. Furthermore, data collected after each session can aid in pre-empting obstacles in subsequent interventions. To facilitate this, information was documented in a chronological work diary during the implemented sessions.

The concept of working without a textbook initially captivates students, fostering motivation in their participation in an unconventional English class. However, this enthusiasm is short-lived as students, comfortable with the familiar, often find it challenging to embrace change despite their initial curiosity. Beyond the shift in materials, the mode of working transforms from individual focus to group collaboration. Encouraged to form groups with diverse levels, personalities, and abilities (cooperative learning), students discovered that the more evenly matched the groups, the greater the collective benefit. Initially resistant, they gradually found it easier and more natural to share, discuss, argue, and make decisions together.

Session by session, the progressive revelation of the lesson's direction kept students engaged, focused, and interested. The incorporation of African culture as the basis of the lesson evoked

varied reactions, appearing both exotic and unfamiliar to their daily lives. Nevertheless, the prospect of culminating their efforts in a film intrigued them, considering cinema primarily as a source of entertainment and relaxation. Though enthusiasm waned when they realized the film had a social theme, students began to appreciate it as they immersed themselves, sustaining their commitment to the task.

These observations suggest:

1. The effectiveness of cinema as an educational tool.
2. People's resistance to confronting the unknown.
3. Students' flexibility in accepting new proposals after comprehension.
4. The successful integration of new approaches (e.g., cooperative learning) following an adaptation period.
5. People's interest in learning, particularly when the means are engaging.
6. The potential for introducing students to intercultural values and cultivating global citizenship skills.
 - Quantitative Evaluation

To quantitatively evaluate the work carried out following the designed lesson plan, 17 students from a class in 2nd *Bachillerato* answered a questionnaire at the end of the lesson which comprised eight Yes/No questions and ten questions following the Likert scale. Each group of questions was analysed separately as they produced different information.

In the first place, the analysis focused on measuring the degree of involvement and empathy raised in students throughout the sessions. The results of the Yes/No questions were shown as percentages in a bar chart.

1. Would you like to watch the whole film?
2. Did you know about the trafficking of underage African football players?
3. Do you know any other kind of human trafficking?
4. Have you been abroad for at least a month?
5. Have you spent some time with people coming from other countries?
6. Have had you any contact with any African culture?
7. Are you interested in the way people live in other countries or continents?
8. Have you ever thought about living in another country for some time in the future?

The graph below presents the results of this analysis:

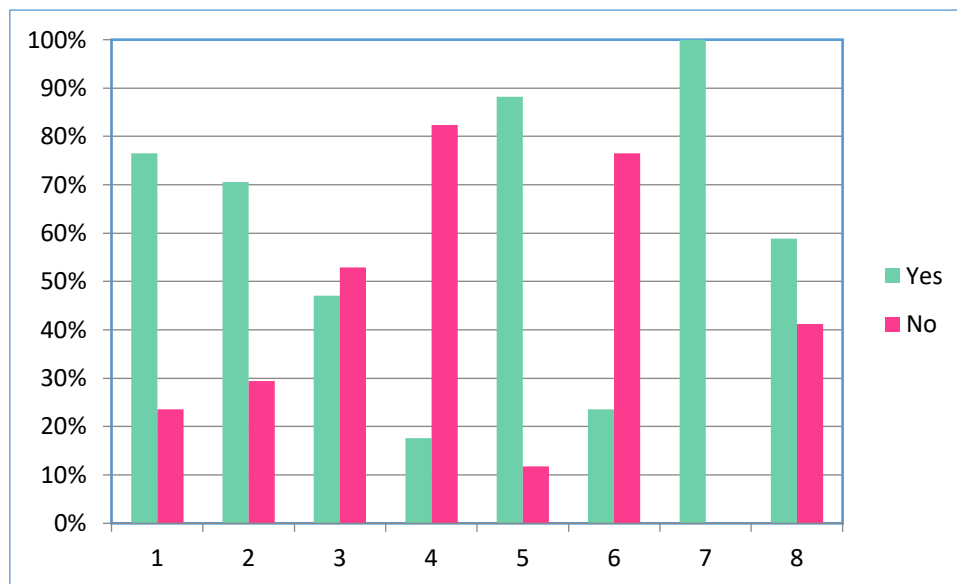


Figure 4. Yes/No Questions Analysis

In this chart, the following observations are made:

1. A significant majority, 76.5% of students, expressed the desire to watch the entire film despite initial reservations upon learning that it had a social theme.
2. A notable portion, 70.6% of students, already had awareness about the issue of child trafficking before watching the film.
3. Knowledge about other forms of human trafficking was relatively evenly distributed among students (47.1% to 52.9%). Those who named a different type mostly mentioned women's trafficking, likely influenced by news coverage.
4. The majority, 82.4% of students, had not travelled abroad for at least a month, indicating that their experience with foreign countries is primarily derived from short family trips.
5. A substantial majority, 88.2% of students, had encountered foreigners in their daily lives.
6. A modest percentage, 23.5% of students, had prior exposure to African culture, indicating that the majority had limited knowledge about the continent before the lesson, and the foreigners they had encountered were not from Africa.
7. All students expressed curiosity about the lifestyles in other countries or continents by the end of the lesson.
8. Looking ahead, 58.8% of students contemplated living abroad at some point in the future, while the remaining 41.2% planned to stay in Spain.

This information suggests that these students possess curiosity and interest in the world around them, enjoying travel and interaction with diverse individuals. However, it appears that they may not be fully aware of current events and social challenges.

Moreover, the examination concentrated on gauging students' overall reactions to the activities and their sentiments toward them. To accomplish this, the outcomes, presented as percentages from the Likert scale questions, were illustrated in a bar chart. The 10 questions are featured on the chart, arranged in numerical order from 1 to 10, corresponding to the following inquiries:

1. Did you find the class interesting?
2. Did it provoke in you some reflection on social issues?
3. Did it provoke in you some reflection about your situation?
4. Does it invite you to learn more things about Africa?
5. Did it open your mind about stereotypes?
6. How easy do you think it is to act against human trafficking?
7. Do you consider yourself luckier than other people?
8. Do you think you could do something to prevent human trafficking?
9. Do you see yourself as a future globetrotter instead of staying and living in your own country?
10. To what extent are you affected by some form of injustice? (Moral, social, ecological, etc.)?

The graph below presents the results of the analysis:

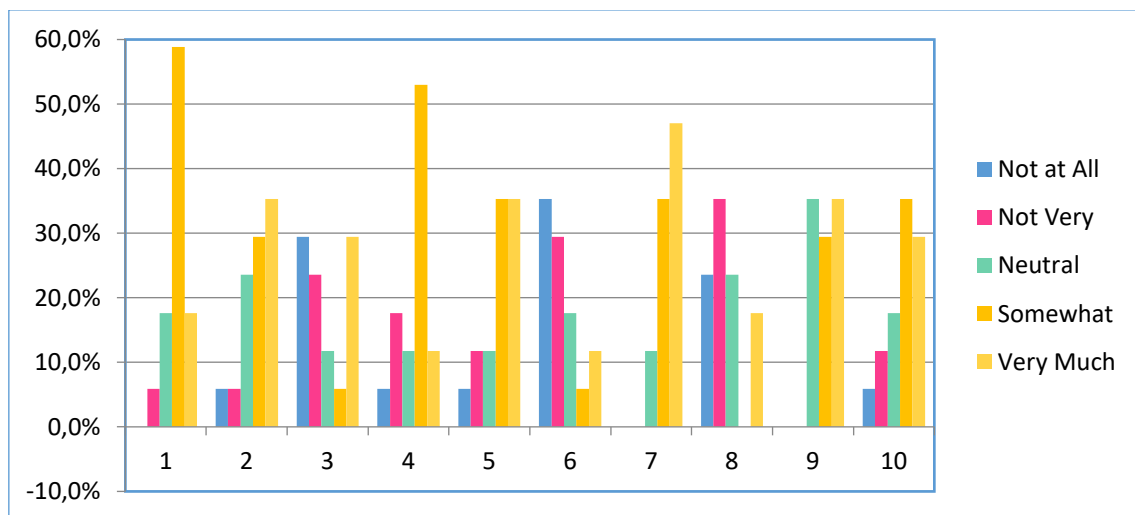


Figure 5. Likert scale questions analysis

In this chart, the following observations are made:

1. 58.8% of students displayed some level of interest in the topic and the proposed activities.
2. 29.4% of students acknowledged that the lesson had prompted them to reflect on social issues to a varying extent, with 5.9% expressing indifference.

3. Reflecting on sensitive issues did not necessarily translate to considering them a part of their reality. 29.4% of students remained indifferent to how the issues described in the lesson impacted or were relatable to their own reality.
4. A majority, 64.7% of students, expressed a desire to continue learning about Africa and its cultures, while 23.5% admitted disinterest in this topic.
5. 70.6% of students learned about or confirmed the existence of stereotypes related to different cultures, countries, ethnic groups, etc. They also acknowledged the importance of dispelling these stereotypes and getting to know each individual on a personal level.
6. Concerningly, 64.7% of students expressed pessimism about the possibility of taking action against human trafficking. This issue could be addressed in future lessons focused on interculturality and Education for Global Citizenship.
7. 82.4% of students considered themselves luckier than other people, a question designed to encourage them to compare their reality to that of Moussa and Amadou, reflecting the experiences of trafficked children.
8. A small percentage, 5.8% of students, felt powerless to fight against these injustices, potentially viewing them as situations that remain distant from their lives.
9. In contrast to a previous question, 64.7% of students expressed eagerness to travel abroad rather than stay in Spain, indicating an evolving perspective throughout the questionnaire. Encouraging students to question themselves appears to be an effective tool for fostering reflection.
10. 64.7% of students declared themselves sensitive towards injustice and empathetic. However, a small number admitted to having no interest at all in this issue.

This information indicates that students valued the activities and the chosen topic. They actively engaged in the entire process, allowing the learning journey to unfold, making it their own, and reflecting on different aspects of the issues discussed.

- Qualitative Evaluation

To qualitatively assess the progress achieved in the four teaching sessions, the writing activities of various groups, along with the responses to the third part of the questionnaire mentioned earlier, were reviewed. The latter aimed to measure students' interest, research skills, creativity, personal development, and social engagement, particularly about the topics discussed during the lesson.

This evaluation segment primarily emphasised the accurate use of written English. Students strategically assigned roles within each group to ensure the active participation of every member

and provide support to those facing challenges in the task. The outcomes were highly satisfactory. Despite the time constraints, the texts, while not overly extensive, were well-structured and grammatically sound, with only minor phrasing and spelling issues. Leveraging their mobile phones and the internet, students researched the provided headlines and sought vocabulary meanings in dictionaries. The collaborative writing activity demonstrated success both in terms of teamwork and individual contributions. Students invested time in researching the topic, drafting responses to key questions (who, what, why, etc.), and evenly distributing group tasks (assignment of writing responsibilities, overseeing text structure, error correction, and final revisions before submitting their work).

- Self-Assessment (SWOT for education analysis)

SWOT analysis (Trujillo, 2010) is an easy-to-use tool and a powerful mechanism for the analysis of reality and decision-making. On the one hand, it takes into account the Strengths and Weaknesses of internal factors, those found inside the school (staff, properties, processes, and products). On the other hand, it analyses the Opportunities and Threats of external factors (demographic, economic, technological, cultural, environmental, sociological, political, and legal). Among all applications of this tool, the ones outstanding for this paper are: the teachers' reflection on their development as professionals and the evaluation of the lesson plan implemented in this study.

Drawing upon the notes in their learning journals and reflecting on the activities implemented, the SWOT analysis table (refer to Table 2) can be completed to ease the analysis of the teacher's work, the effectiveness of the activities, and the integration of interculturality and Education for Sustainable Development and Global Citizenship within the curriculum.

Strengths	Weaknesses
<ul style="list-style-type: none"> - Energy, enthusiasm, and eagerness to work exhibited by young teachers - Issues that can be addressed comprehensively - A participatory process - An innovative proposal adaptable to the future of education - Experiences from organisations to draw upon - Opportunity to assess changes - Potential to instigate tangible changes in the daily management of the centre - Development of communicative competence in English as a Second Language (ESL) with a focus on Education for Global Citizenship 	<ul style="list-style-type: none"> - Time limits the development of this study - Young teachers' lack of experience - Absence of teachers' assistants trained in the subject (big groups of students) - Lack of motivation and teacher training in these subjects - Lack of time during school hours - Complexity of educational reality - Process contingent on teachers particularly interested in these subjects - Lack of communication between centres that could develop similar projects - Lesson intended to encompass a lot of knowledge at once

Opportunities	Threats
<ul style="list-style-type: none">- Including Education for Global Citizenship in the curriculum has already been proposed- Increasing talk about interculturality and the importance of knowing how to be part of a global society- Possible support of this project by other organizations or groups- Young people considering professional or educational stays abroad	<ul style="list-style-type: none">- Society does not give importance to Education for Global Citizenship within the educational system (lack of support)- It implies policy changes- It may lead to the imposition by the central administration (difficult acceptance)- It can end up becoming an empty element of the curriculum

Table 2. SWOT analysis

Following the SWOT analysis, certain conclusions regarding professional development have emerged. To advance in research, success strategies and indicators must be investigated and applied to enhance my teaching practice, accentuate the positive aspects of this proposal, and mitigate the negative ones. Undoubtedly, delving into this exceptional resource requires time and dedication from all involved.

8. Conclusions

Blending conceptual knowledge with practical experience renders teaching a complex activity, requiring many years to master adequately. The overarching goal of Education for Sustainable Development and Global Citizenship is to transform society—its mentality, attitudes, laws, traditions, and behaviour—into a mature entity that transcends unjust or inhumane positions, recognizing every person as deserving of rights, respect, and dignity. Cinema, in contemporary society, wields substantial cultural, artistic, and human influence. Films serve as a medium through which the values and countervalues of the world are expressed. Moreover, cinema creates environments conducive to coexistence, fostering attitudes of dialogue, negotiation, compromise, and commitment. Social problems portrayed on screen and resolved in unique ways often become life lessons, prompting reflection, critical analysis, and even shifts in attitudes.

All learning, including general culture, is perceived as structured around meaningful coherence and rationality. It constitutes a systematic knowledge framework that enriches understanding, cultivates critical thinking, improves human behaviour, and fuels the desire for continuous learning.

This survey aims to analyse the feasibility of promoting Education for Global Citizenship through cooperative activities in English as a Foreign Language (EFL). Additionally, it investigates whether

the use of Intercultural Cinema as the primary tool ensures effective engagement with the aforementioned issues.

Regarding the second objective, initial resistance to a lesson involving social content was observed, but this resistance diminished as students acquired more information on the subject. Increased knowledge correlated with an enhanced willingness to learn. The selection of the film "Diamantes Negros" (2013) as the main resource for this lesson appears to have made a significant difference, particularly in terms of motivating and encouraging students to exert effort. Attention to students' interests and motivations in material and activity creation is also noteworthy.

Several areas have been identified for further research. This investigation could expand to encompass a broader range of intercultural films addressing diverse topics, and the lesson plans designed for their implementation could be tested on a larger student population for more conclusive results. Moreover, the proposal could be adapted to different levels, languages, and areas of the curriculum, such as teaching values in physical education classes.

The theoretical concepts presented in this work—interculturalism, Education for Sustainable Development and Global Citizenship, cooperative learning, and learning through films—have traditionally been studied independently. By combining and integrating these elements in this proposal, we aim to present a holistic approach to education that provides comprehensive training for the citizens of the future.

9. References

- Abdi, A.A.; Shultz L. and Pillay, T. (Eds.). (2015). *Decolonizing Global Citizenship Education*. Sense Publishers.
- Aguado, M. T. (2005). *Educación intercultural: una propuesta para la transformación de la escuela*. Catarata.
- Alcantud, M. (Dir.). (2013). *Diamantes negros* [Film]. Splendor Films and Outsider Films.
- Banks, J.A. (2015). *Emigración global, diversidad y educación para la ciudadanía*. In Escarbajal Frutos, A. (Ed.). *Comunidades interculturales y democráticas. Un trabajo colaborativo para una sociedad inclusiva*, (pp. 15-24). Narcea.
- Bartolomé, M. and Cabrera, F. (2000). Nuevas tendencias en la evaluación de programas de educación multicultural. *Revista de Investigación Educativa*, 18 (2), 463-479.
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1–21.

- Blasco, P. G., Moreto, G. B., M. González *et al.* (2015). Education through Movies: Improving teaching skills and fostering reflection among students and teachers. *Journal for Learning through the Arts*, 11(1). <http://doi.org/10.21977/D911122357>
- Boni, A. (2011). Education for Global Citizenship. Meanings and Practices for a Transformative Cosmopolitanism. *Revista Española de Educación Comparada*, (17), 65-86.
- Byram, M. (2000). *Assessing intercultural competence in language teaching*. Sprogforum, 18(6), 8-13.
- Cobo Piñero, M.R. (2014). Cine social e interculturalidad: una propuesta didáctica. *Interfaces Científicas – Educação*. Aracaju. 2(3), 131-142.
- Dervin, F., Paatela-Nieminen, M., Kuoppala, K. & Riitaoja, A. (2012). Multicultural Education in Finland: Renewed Intercultural Competencies to the Rescue? *International Journal of Multicultural Education*, 14(3).
- Engel, L. C. (2014) Global citizenship and national (re)formations: Analysis of citizenship education reform in Spain. *Education, Citizenship and Social Justice*. 9(3), 239–254.
- Hymes, D.H. (1972). On Communicative Competence. In J.B. Pride and J. Holmes. (eds). *Sociolinguistics: Selected Readings*. Penguin, 269-93.
- Imad Boussif, I. and Sánchez Auñón, E. (2021). Cinema as a didactic tool in the secondary school foreign language classroom: French. *Porta Linguarum* 35, 129-147. <https://doi.org/10.30827/portalin.v0i35.15460>
- Johnson, D. W., and Johnson, R. (1999). *Learning together and alone: Cooperative, competitive, and individualistic learning* (5th Ed.). Allyn & Bacon.
- Kerr, C. (1979). Education for Global Perspectives. *Annals of the American Academy of Political and Social Science*, 442, 109-116.
- Losada Aldrey, M.C. (2009). Fraseología y cine (Contextualización dinámica de unidades fraseológicas). *Boletín de ASELE*, 41, 31-37.
- Martínez Usarralde, M.J. (2011). *Sentipensar el Sur: cooperación al desarrollo y educación*. Universitat de València.
- Martínez Usarralde, M.J. (2015). Mediación intercultural en el contexto internacional e intranacional. En defensa de la competencia socioeducativa. In A. Escarbajal Frutos (Ed.) *Comunidades interculturales y democráticas, Un trabajo colaborativo para una sociedad inclusiva*, (pp. 143-162). Narcea.
- McLuhan, M. (1960). *Classroom without Walls. Explorations in Communication*. Beacon Press.
- Moreno Sandoval, A. (2013). *Guía de recursos de material didáctico para trabajar la interculturalidad*. Proyecto Integración. Ajuntament de Vila-Reial. https://www.educatolerancia.com/wp-content/uploads/2016/12/0_16080_1.pdf
- Nguyen, T.T.A. (2015). Global Citizenship Education, A Skillful Version of Social Transformation. In Abdi, Shultz and Pillay (Eds.). (2015). *Decolonizing Global Citizenship Education*. Sense Publishers.
- Pereira, M.C. (2005). Cine y educación social. *Revista de Educación*, 338, 205-228.
- Pujals, G. and Romea, C. (2001). *Cine y literatura. Relación y posibilidades didácticas*. Horsori.

Samek, T. (2015). *Facing Academic Minders, the Instruments of Institutional Interference in Higher Education*. In Abdi, Shultz and Pillay (Eds.). (2015). *Decolonizing Global Citizenship Education*. Sense Publishers.

Trujillo, F. (2010). *El análisis DAFO en el diseño de proyectos educativos: una herramienta empresarial al servicio de la educación*.

How to cite this paper:

Botella-Martínez, M. & López-González, R.C. (2023). Intercultural Cinema to Foster Education for Sustainable Development and Global Citizenship: a Didactic Case Study. *Journal of Literary Education*, (7), 204-223. <https://doi.org/10.7203/JLE.7.27486>